



School-Based Medi-Cal Programs Random Moment Time Survey (RMTS)

Quick Reference Guide

What is a Random Moment Time Survey (RMTS)?

RMTS is a statistical sampling method that estimates the amount of time spent on various tasks (direct medical services, Medi-Cal administrative activities, etc.). A web-based system randomly selects and assigns a “moment” in time (1 minute) to a pre-determined list of Time Survey Participants (TSPs).

Who participates in the RMTS?

The RMTS supports two federal claiming programs – the Local Educational Agency Medi-Cal Billing Option Program (LEA Program) and the School-Based Medi-Cal Administrative Activities (SMAA) Program. Unless a Local Educational Agency (LEA) contracts out for **all** direct health service practitioners, LEAs must participate in the RMTS in order to receive federal reimbursement. California has two participant pools: (1) Direct Service Practitioners, and (2) Administrative Service Providers. For Pool 1, the LEA Coordinator identifies employees who regularly perform and bill for direct services. For Pool 2, the LEA Coordinator identifies employees who regularly perform administrative activities for reimbursement through the SMAA Program.

New Participants/Getting Started:

RMTS is administered quarterly, three times a year (from October to June). There are three system software platforms used to conduct RMTS: Public Consulting Group (PCG), Hansine Fisher and Associates, and Fairbanks LLC. LEA Coordinators will receive login credentials for their respective system software platform and have access to work schedules and contact information for TSPs in the LEA. Coordinators will also have real-time read-only access to review the codes assigned to each of the moment responses from TSPs.

Completing Your “Moment(s)”:

Step 1: If you are selected to record a random moment, you will receive an email **one day in advance** with the date/time of your moment, along with a link to the survey itself. You may have no moments or multiple moments assigned in a quarter.

Step 2: At the exact date and time of your moment, you should make a mental note and/or jot down what you are doing during your assigned minute. You do not have to stop what you are doing to respond to the moment, but make sure you are aware of the “who/what/why” behind the activity being performed during the moment. You will only be able to access the link regarding your moment **after** the assigned time has passed.

Step 3: Click the unique link that has been sent to your email address and complete the time survey. You will be prompted to answer the pre-sample question “*Were you working at the time of your moment?*” The following responses are available for you to select from:

- Yes, I was working.
- No, I was on paid time off.
- No, I was on unpaid time off.
- No, moment was before/after work day.
- No, I was on a paid lunch or break.
- No, I was on an unpaid lunch.

If you have any additional questions, contact DHCS at RMTS@DHCS.CA.GOV.

If you select, "Yes, I was working," you will be prompted to answer additional questions:

- 1) *For Pool 1 Only:* Was this activity being performed related to a student assessment, as defined in the LEA Provider Manual, or pursuant to a service listed on a student's IEP, IFSP, or 'Care Plan'?
- 2) Who were you with?
- 3) What were you doing?
- 4) Why were you performing this activity?

Step 4: You must submit your completed time survey within **four student attendance days**.

Attest that you have accurately completed the moment and click the SUBMIT button.

FAQs

How will I know I have to record a random moment?

Depending on which region you are in, you will receive a series of emails from either @pcgus.com, @hfa3.org, or @fairbanksllc.com specifying the selected moment. If your district contracts with a LEC, emails associated with the RMTS system will come from calec@pcgus.com. If your district contracts with an LGA, emails associated with the RMTS system will come from calga@pcgus.com. A direct link to the secure RMTS website will be provided in the email notification. The email subject line will identify your moment: *You have a moment on 11/6/2020 at 9:16 a.m.*

What if I am out sick, on vacation, or on leave during a moment?

Indicate that you weren't working at the time of your moment.

What if I did not respond to my moment within four days?

If the moment is not answered within four student attendance days, the moment expires and CANNOT be answered.

What if I delete my email with the moment link?

In addition to the four student attendance day notice, you will receive a notice one hour prior to your moment that will also contain the moment link. If you don't receive either notification, contact your LEA Coordinator as soon as possible to have the email containing the hyperlink resent to you.

What if I know I'm going to be on an extended leave of absence or a very long vacation?

Contact your LEA Coordinator as soon as possible with the dates, so they can notate your absence. Notify them once you have returned.

What if I have an email or name change?

Contact your LEA Coordinator as soon as possible to have them update your information in the RMTS system.

What if I am traveling at the time of my random moment?

If you were traveling to/from work, a therapy session, or other meetings, please provide the specific purpose of your travel.

What if I am assigned to a student but they are not in school?

Answer the moment indicating what you **are** doing at the time of your assigned moment (do not worry about what you are not doing).

What if I cannot remember what I was doing?

Use your best judgement to recall what you were doing. Review your calendar, meeting and/or service notes. If you absolutely cannot remember, simply record that you cannot remember the activity that you were completing at the time of your moment. In the future, take a mental note and/or jot down what you are doing during your assigned minute so that an accurate response may be captured.

Tips for Completing a Random Moment:

- Remember that the RMTS corresponds to **one minute**. Do not be concerned with what you were doing before or after the one assigned minute. Be specific.
- Since your moment will be emailed to you one student attendance day in advance, consider setting a **calendar alert** for the time of your moment so that you are aware when your moment is happening and can jot down notes regarding the specific activity you are doing at the time of your moment.
- If you were engaged in communication at the time of your moment (either in person or via email or on the telephone), please describe the topic of the conversation/communication.
- Your answers should always be descriptive, but they should not include student-specific information.
- Before submitting your moment, please review your answers to ensure that they make sense and clearly explain the activity. Avoid using any acronyms or actual names in your response.
- An insufficient response will be vague and non-descriptive. Note that insufficient responses will likely require you to provide additional detail by responding to a clarifying question.

1) Was this activity being performed related to a student assessment, as defined in the LEA Provider Manual, or pursuant to a service listed on a student's IEP, IFSP, or 'Care Plan'?

- Potential responses: Yes, No, Not Sure
- If you know that you were conducting an activity that supports a student's care plan, you will respond "Yes." Likewise, if the activity at the time of your moment was unrelated to a specific student or you know that it was not related to a care plan, you will respond "No."
- If you don't know whether the activity was related to a student's care plan, you'll select "Not Sure."

2) Who were you with?

- Examples: A student; a group of students; the district speech pathologist; a parent; the IEP team.
- If no one was with you, respond that you were alone.

3) What were you doing?

- Examples of direct medical services: Providing individual speech therapy; Setting up for a therapy session; Helping a student with mobility issues board the bus to go home; Assisting a student with toileting; Inputting information into the Medi-Cal billing software; Providing group occupational therapy to three students.
- "*Direct Medical*" activities include the services you provide related to covered LEA Program services. This includes the actual service time, as well as administrative activities that are an integral part of or an extension of a medical service (e.g., patient follow-up, patient assessment, patient counseling, patient education, patient and parent consultations). Direct

medical activities may also include services that are not covered under the LEA Program, such as first aid.

- *“Indirect Medical”* services support the provision of covered LEA Program services, including pre-and post-service time to set up or take down treatment service supplies/equipment, time to complete all paperwork related to the specific direct care service (e.g., preparation of progress notes and translation of session notes); review of evaluation testing/observation; planning activities for the patient therapy session; travel to/from the treatment session; or completion of billing activities.
- Examples of Medi-Cal administrative activities: Assisting parents to apply for Medi-Cal for their child; Referring a student to medical, mental health, dental, or substance abuse services; Gathering information to make the referral, coordinating the delivery of the services, and following up on the referral; Meeting with others to review the need for, or progress being made in, a specific service; Arranging for transportation or translation related to a Medi-Cal service; Participating in program planning, policy development, and interagency coordination around Medi-Cal services.
- This also includes related travel, paperwork, clerical activities, and initiating and responding to email and voicemail.

4) Why were you performing this activity?

- Examples: Because the student’s disability prevents him/her from doing the activity on their own; Because it’s part of the student’s therapy goal; Because speech is an IEP prescribed service for this student; Because a parent called and asked a question about their child’s progress.
- Do not respond: *“It’s part of my job”* or *“It’s in my job description.”*
- Providing a detailed response will help the coders assign your moment to the correct activity code.

Examples of “Who”, “What” and “Why” Responses

Question	Initial Response	Improved Response
Who were you with?	A student	N/A
What were you doing?	Therapy	I was providing integrated speech therapy in a small group of students
	On the phone	I was on the phone following up with a parent to find out if they had been able to make an appointment with a local clinic for their child's chronic headaches
	Driving	I was traveling to attend a student's IEP meeting
	Planning	I was preparing materials to use in an OT session with a student
	I did not see my student today because they were absent	I was sending an email regarding a student's academic record
	I was sending an email	I was providing information via email to a parent concerning our free lunch program
	Arranging transportation	I was arranging regular transportation to / from school for a new student in our district
Why were you performing this activity?	The IEP	To work on the student's goals per their IEP
	To help a student	To help a student access mental health services
	Required paperwork	It is required that I document services provided in a treatment log
	I need to assess the student	The student requires an initial IEP and I have to assess the child
	It is my job	Conducting a PT session with a student per their IEP